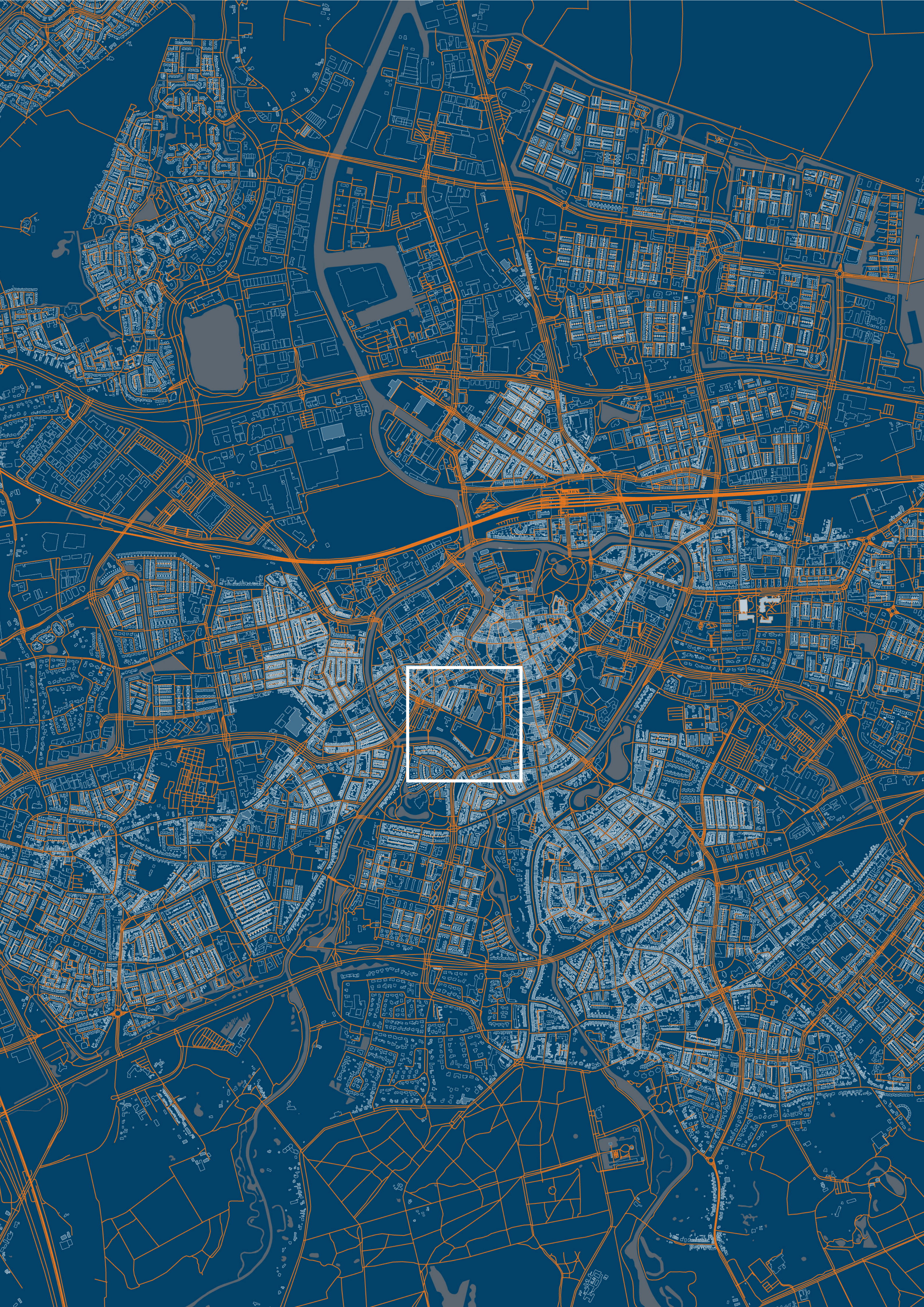

LAB 1.1

Explore your Environment

An Urban Transformation Plan in Breda through the lens of Urban Planning, Mobility and Urban Design

Breda University of Applied Sciences / Bachelor Built Environment

First Year Program - Fall Semester - 2022/23

LAB 1.1 - Explore your Environment

An Urban Transformation Plan in Breda through the lens of Urban Planning, Mobility and Urban Design.

Bachelor Built Environment

Breda University of Applied Sciences
Academy of Built Environment and Logistics
First Year Program - Fall Semester - 2022 / 2023

Welcome to your first semester in the study of the Built Environment. This manual contains the basic information for this semester LAB - Explore Your Environment at Breda University of applied sciences (BUas).

LAB 1.1- Explore Your Environment, is a project for first-year students from the bachelor Built Environment (BE) International track at Breda University of applied sciences in the Netherlands. Therefore, this lab marks your introduction to the study of urban spaces. It is the first and crucial step on your path towards your future career in the field. The core task of this lab is for to you get aquatinted with understanding, analysing and reflecting about the process of urban transformation, meaning the changes in the built environment of cities.

This Lab aims at giving you a solid basis and a concrete picture about the urban environment that will allow you to consciously progress on your studies and moreover to select your specialization focus, choosing between ***Urban Planning*** (UP), ***Mobility*** (MO) or ***Urban Design*** (UD)

General LAB info

Study course: BE International
University: BUas, Breda University of applied sciences
Degree: Bachelor
Language: English
Year: 1
Study load: 10 ECTS (280 Hours)

Course activity

Every study week on Tuesdays and Fridays, for 17 weeks
Assignments: in class and external assignments
Phase 1: Toolbox > booklet (in sets of three students)
Phase 2: Inventory and analysis > presentation and booklet (in groups of 5-6 students)
Step 3: Transformation plan > presentation (in groups of 5-6 students)
Phase 4: Specialization & trade article > written article (individual)

Competencies & Learning Objectives

The competencies central to this module are: (1) Research, (3) Design, (7) Communicate & Collaborate and (10) Integral Approach. Within these core competencies we will guide you in mastering the following (professional) core tasks:

(1) Research – Level 1

Analysing and interpreting the prescribed study material. Drawing conclusions from the prescribed study material

(3) Design – Level 1

Generates a simple idea or solution. Substantiates chosen solution with methods and/or techniques provided. Translates starting points into spatial design and/or recommendations by means of method sor techniques provided

(7) Communicate & Collaborate – Level 1

Organising and applying various types of oral, visual and written communication using appropriate terminology and concepts

(10) Integral Approach – Level 1

You are able to use your knowledge within the broad spatial domain. In addition, you can establish connections with other domains in order to arrive at integrated solutions (and synergy)

Content description

In this study component, the following knowledge content and skills development is covered:

- Spatial inventory and analysis
- Research by design in combination with text
- Development of a vision and planning design, e.g transformation plan
- Basics of different tools in the development of the built environment
- Spatial environment in Breda
- Collaboration contract
- Professional communication by text and images
- Peer evaluation and feedback
- Process monitoring in a logbook
- Presenting; through a booklet, an exposition and a trade article.

Upon completion of this study component you are able to:

- Recognize urban structures and objects within the built environment
- Explore the professional field (and your new study environment) including field trips
- Translate this knowledge into spatial interventions and/or recommendations on a specific location including urban planning-, urban design- and mobility aspects
- Implement and integrate these in a (simple) urban development plan of your own hand
- Dare to communicate and able to communicate research and ideas through a variety of techniques and materials, both 2D and 3D
- Use effective ways of reporting and visualizing to present your research and design on a basic level
- Formulate general and specific research questions
- Create a basic (Plan of) Approach by means of the research methods provided (e.g. spatial inventory, quantitative & qualitative research, literature)
- Execute a basic data collection
- Make the first steps to become a professional in spatial planning, mobility and/or urban design by recognizing and creating awareness of the three different expertise within the domain of Built Environment (BE)
- Cooperate with fellow students
- Give appropriate & constructive feedback to team members and able to process feedback.

Examination and marking

Group assignment	50% (0-10)
Individual assignment	50% (0-10)

Lecturers

Luiz Carvalho Filho (coordinator)
Urban Design Carvalhofilho.L@buas.nl
Jolijn van Baarsen - van den Berg
Urban Design Berg.J@buas.nl
Stephen Narsoo
Urban Planning Narsoo.S@buas.nl
Thomas Oorschot
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Geert de Leeuw
Mobility Leeuw.G@buas.nl
Joost van de Pas
Mobility Pas1.J@buas.nl
Tomas Mahu
VIS Mahu.T@buas.nl

Student Assistants

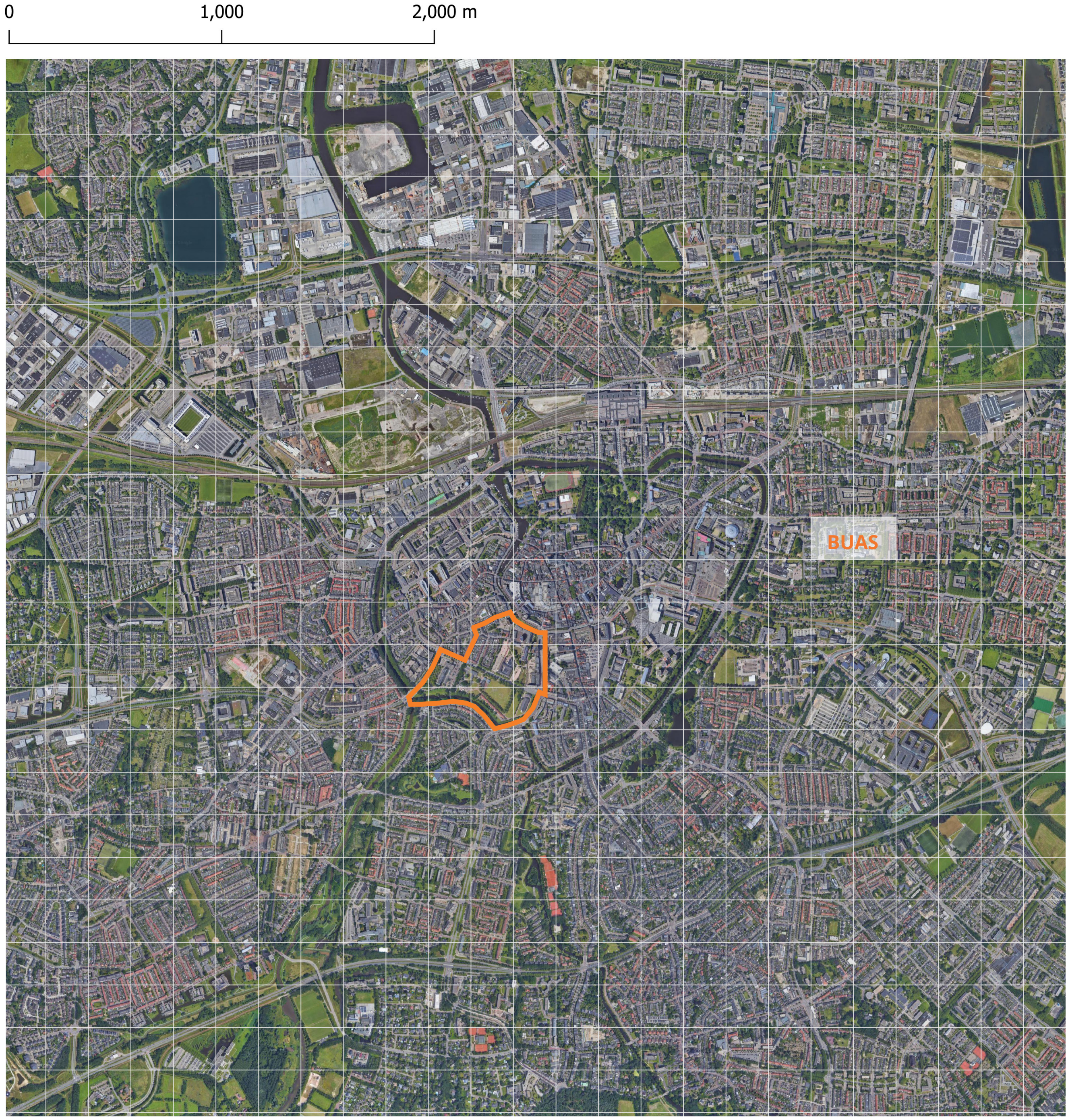
Rachel Chisholm
Dirk Santos de Jonge

group	1 2	**EXPLORE**	Assignment TOOLBOX BE	Content Meet the built environment Meet each other Meet BUas Meet Breda (fieldtrips)	phase 1
group	3 4 5	**RESEARCH**	Assignment INVENTORY & ANALYSIS	Content Research questions MMEX (MULTI MEDIA EXPERIMENTS) Basic plan (of apporach) SWOT analysis Conclusions	phase 2
	6	RETHINK	Assignment DRAW; DEEDS NOT WORDS	Content Vision Statement of requirements	
group	7 8 9 10 11	**DESIGN & TRANSFORM**	Assignment TRANSFORMATION PLAN	Content Design cycles (SD, PD, FD) Spatial scenarios 3D model Referencing Plan of approach Collaboration agreement	phase 3
	12	RETHINK	Assignment POSTER	Content Storytelling Exposition	
individual	13 14 15 16	**FOCUS & DEVELOP**	Assignment SPECIALIZATION TRADE ARTICLE	Content Research methodology Design cycles (SD, PD, FD) Thematic research Diorama Individual plan of approach Textual communication	phase 4
	17	RETHINK	Assignment PROCESS BOOK	Content Process feedback	
	18	RETHINK (PPD)	Assignment PORTFOLIO	Content Personal process & development	

1 – **Outline**

LAB 1, Explore your Environment is divided into four phases that will cover eighteen weeks (one semester) of your first year at BUas. These four phases correspond to the main blocks: Explore, Research, Design & Transform and Focus & Develop. Each phase has a specific aim and a different work dynamic, assignments, and special activities such as field trips. After every five weeks (weeks 6, 12 and 18) there is a moment for reflection and cross-comunication of what has been produced so far.

You will work in groups and individually as explained in the general outline, further information about the phases and deliverables are presented in the next pages of this document and in other material available on Teams or presented in class.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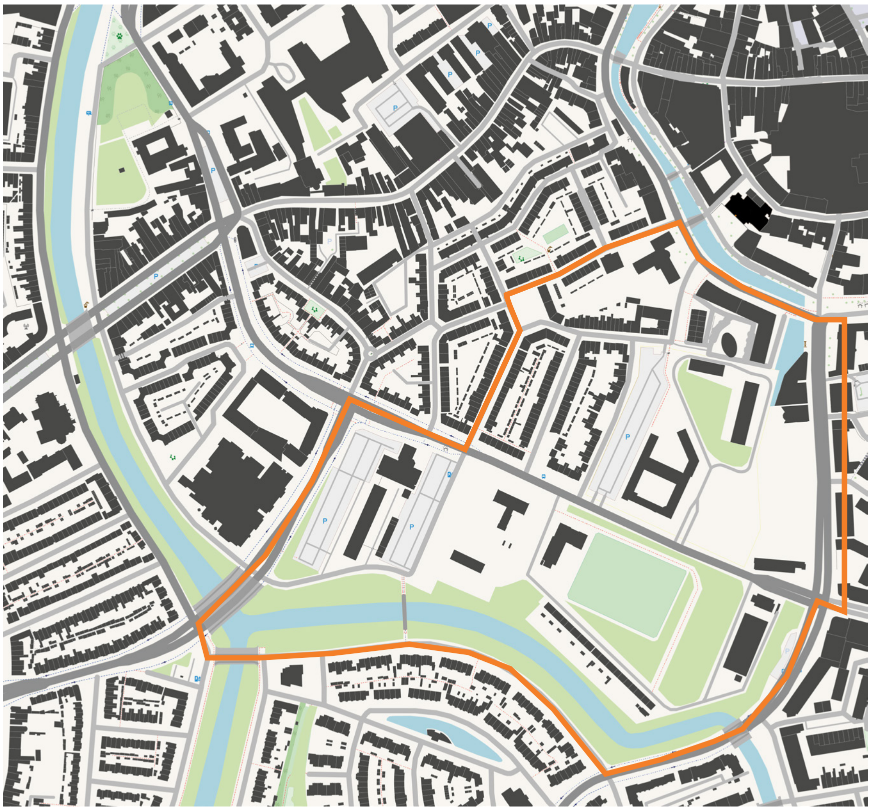
BUAS

2 – **Location**

The site that we will explore this semester, Fellenoord, is situated in the centre of Breda, to the southwest, between the historical core and the city main singel (water structure). The area is currently going through a process of transformation. The city of Breda has several ambitions for the site including the reopening of a riverbed, introduction of new housing and public spaces and a general improvement of the living conditions in the area. We will use those ambitions as a starting point and reflect on how to expand the effects of a transformation project, covering aspects that are left out in the official project.

The site includes a rich combination of historical buildings, open areas (parking and green) and various building typologies. Such diversity in the built environment will allow that you explore the basics for understanding and proposing a better future and at the same time to explore the specific view from the disciplines of Urban Planning, Design and Mobility.



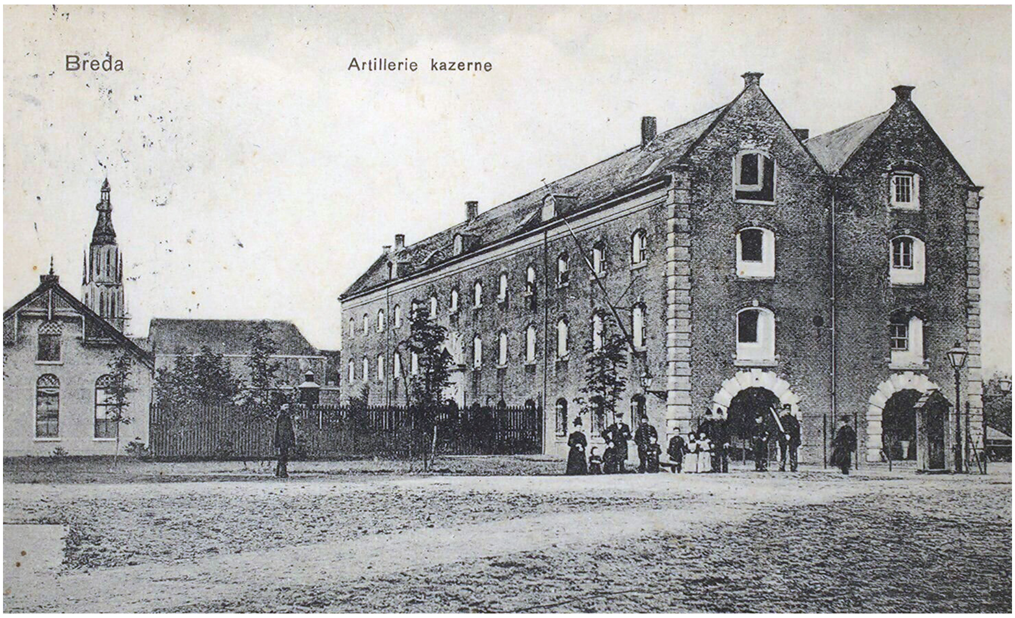

Breda
Artillerie kazerne

FIG. 2.1 Artillerie kazerne in 1913.
Source: Stadsarchief Breda

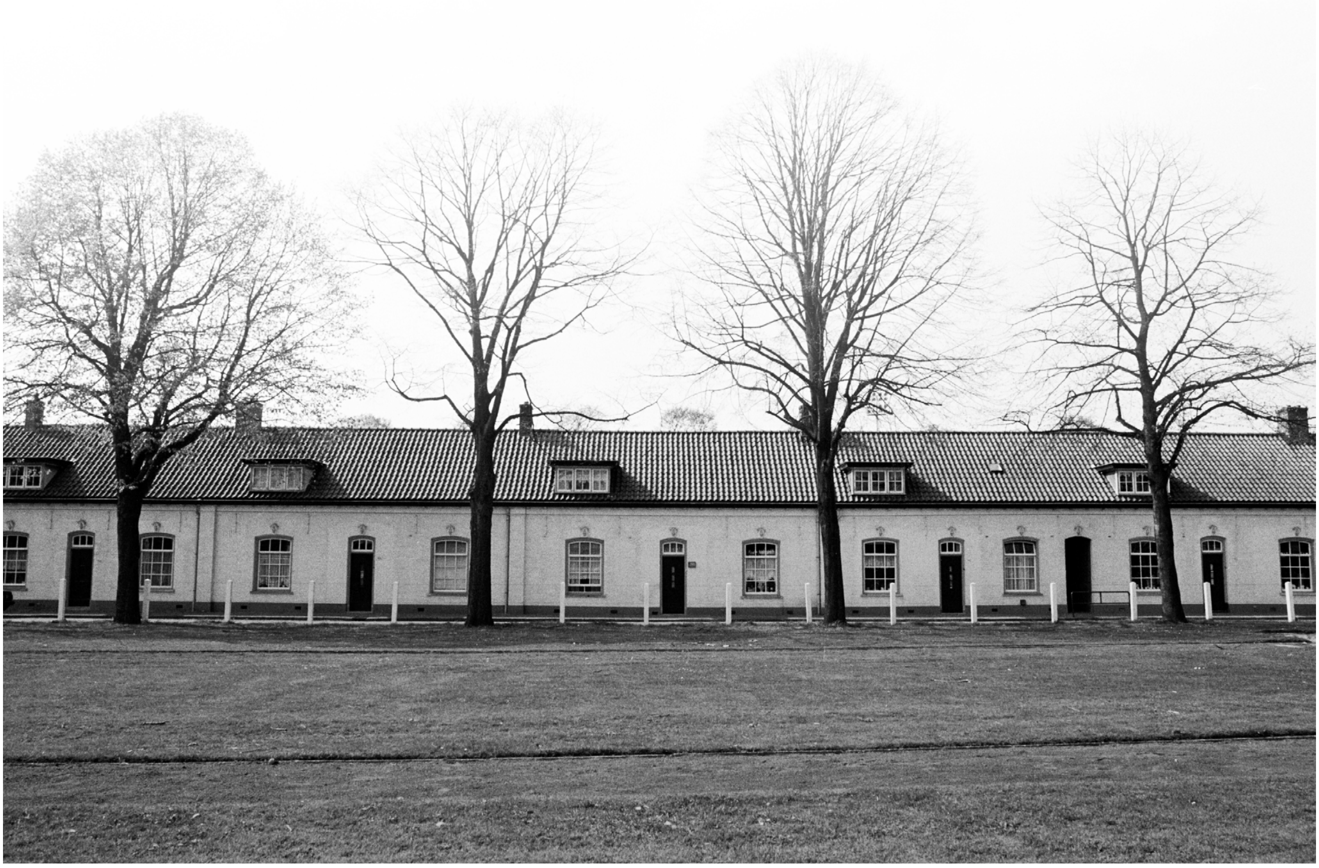


FIG. 2.2 White houses in 1990.
Source: Stadsarchief Breda

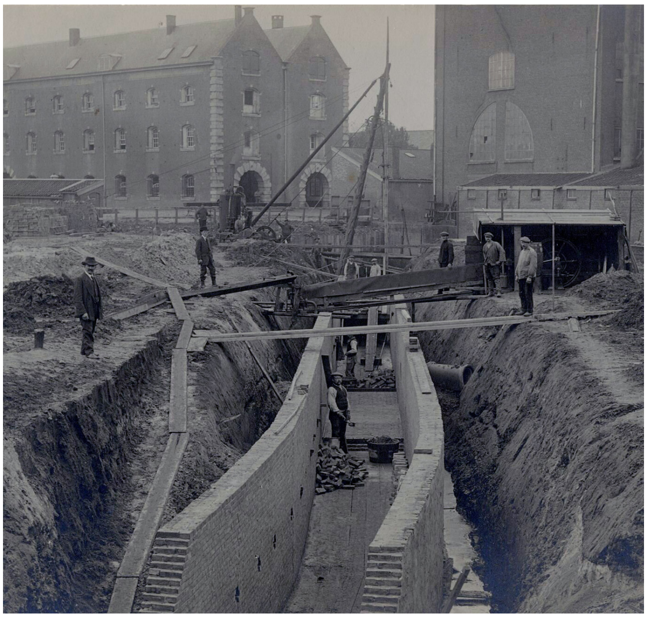


FIG. 2.5 Damping of the river Mark in 1941.
Source: Stadsarchief Breda

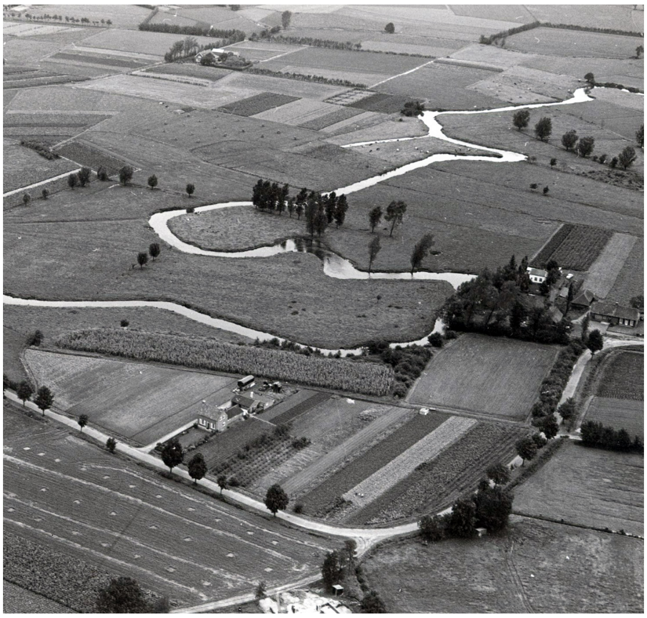


FIG. 2.4 River Mark in the agricultural land in 1968.
Source: Stadsarchief Breda

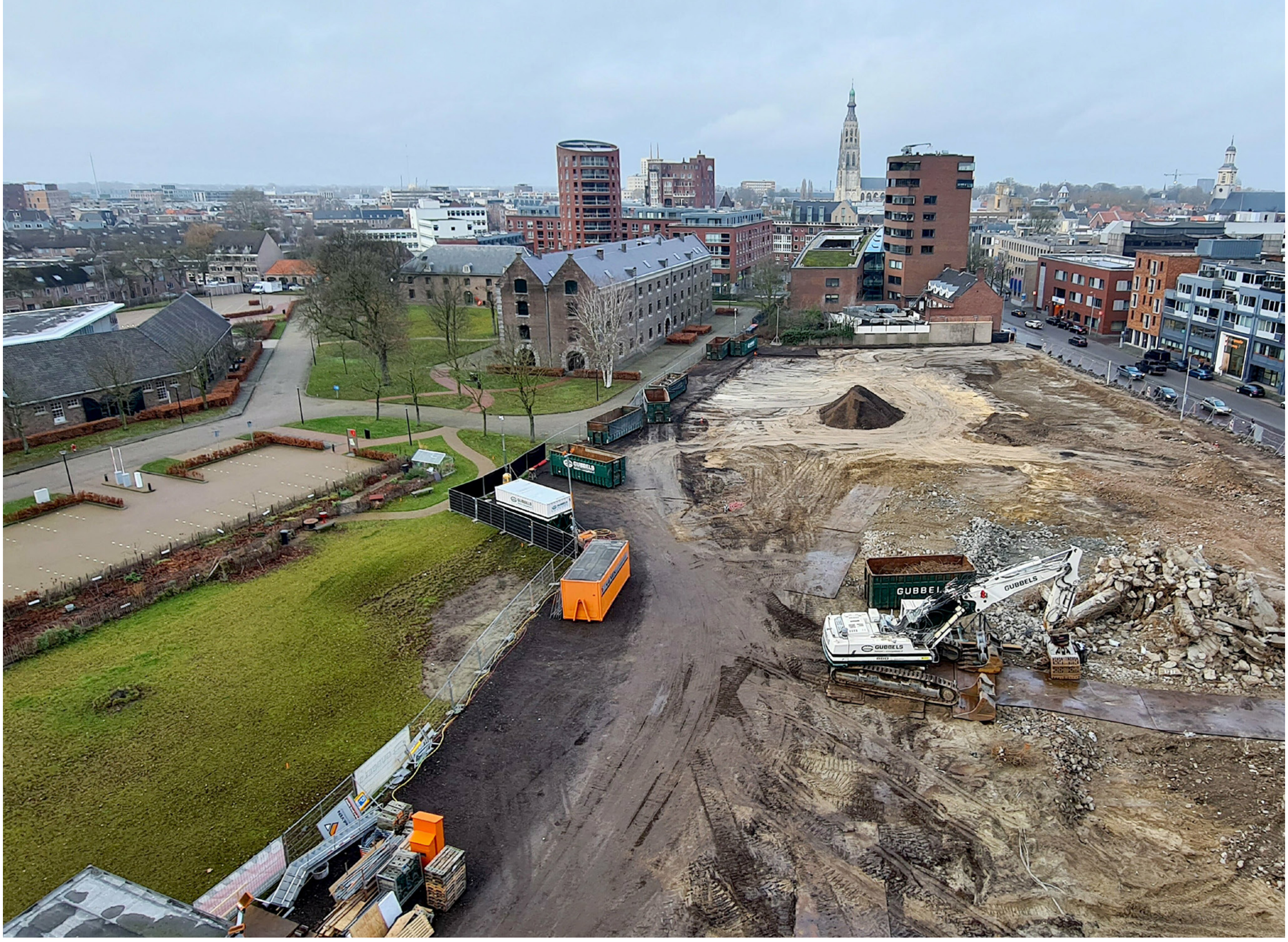
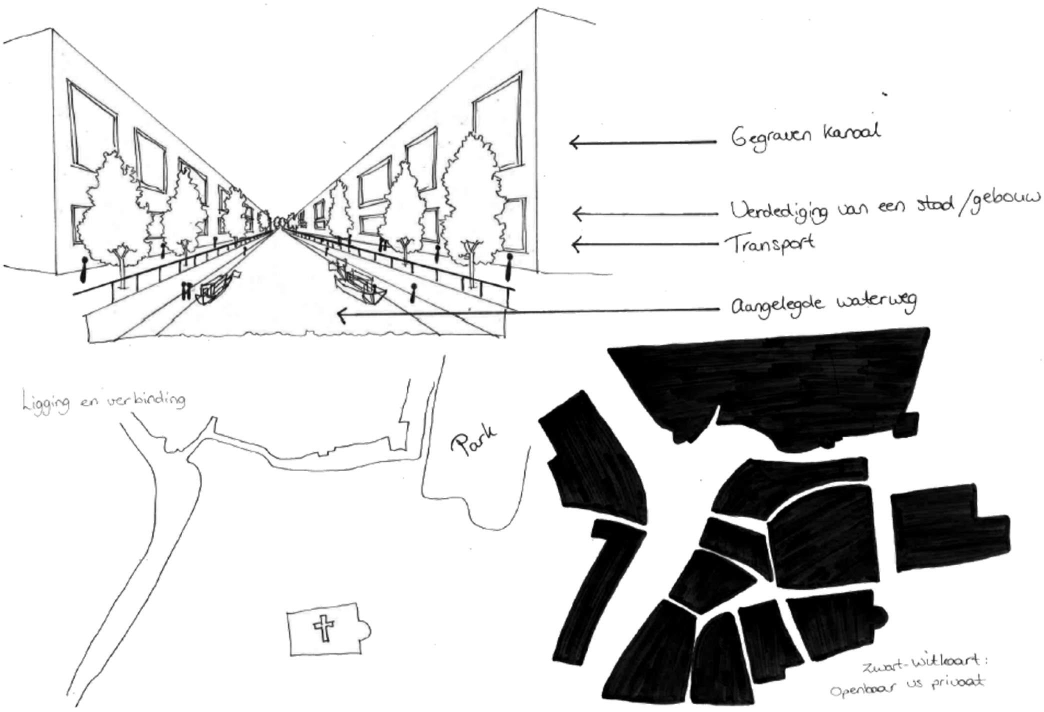


FIG. 2.3 Current process of demolition of buildings to reopen the river Mark.in 2021.
Source: Stadsarchief Breda


Gegraven kanaal
Verdediging van een stad/gebouw
Transport
Aangelegde waterweg
Ligging en verbinding
Park
Zwart-witkaart:
Openbaar vs privaat

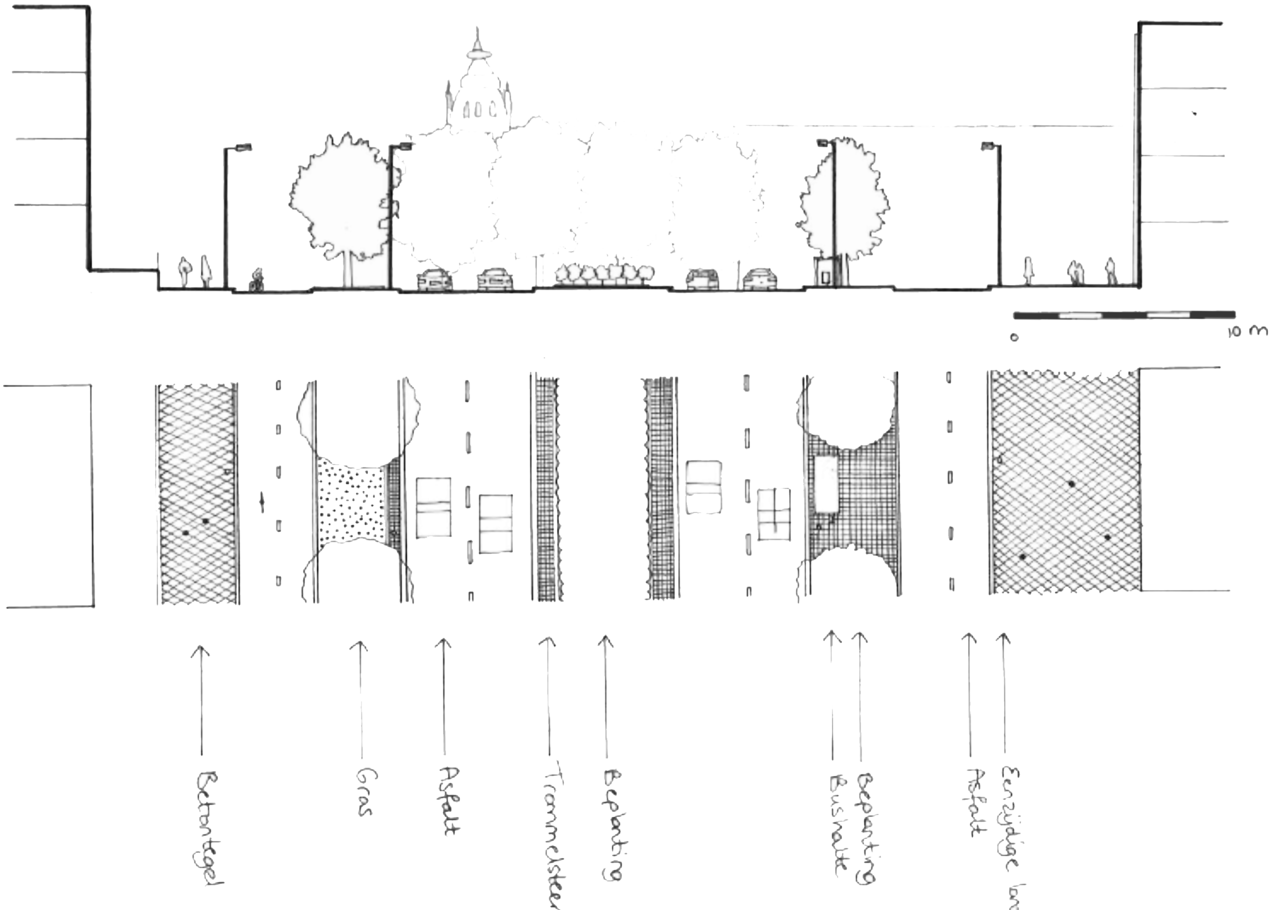

0
10 m
Betontegel
Gras
Asfalt
Trommelsteen
Beplanting
Bushalte
Beplanting
Asfalt
Eenzijdige lantaar

FIG. 2.6 Student work for Toolbox
Source: Veerle Merk

3 – **Planning**

3.1 – **Phase 0 - Toolbox**

During the fieldtrips you will visit newly developed living and working areas that include recreative public spaces. They were built in the 90's of last century and after and are examples of typical Dutch planning and design.
These areas used to be occupied by activities other than housing in the past. In a lot of (Dutch) cities during the 70's, 80's and 90's and still, the harbour/industrial/military/agricultureactivities moved out of the city and thus those areas became vacant. Next, they were designated as new living areas because people are moving to cities and there is still a shortage on housing in the urban areas. The developed areas sometimes have a specific relation with their history and their location and include experiments with very divers housing typologies, mobility solutions and planning ideologies.
Study examples of existing urban plans to become familiar with the toolbox of the urban professional. As a result, you get in-depth knowledge of types and typologies of buildings and public space. For instance: various types of roads, different parking solutions and types and typologies of residential and corporate buildings. After finishing this assignment you should know the standard dimensions of urban objects and spaces.

Learning objectives:

- Get to know the professional field of BE including field trips
- Explore Buas & Breda
- Get to know eachother
- Basic grasp of drawing by hand to communicate through concept, plan and section drawings.

Study scale: Neighborhood, street and building block.

Skills:

- Observe our field
- Measure locations
- Analyse BE components
- Draw on scale
- 2d plans
- 3d cross sections

Product

Form: report
Papersize: A3 landscape
Group: set of 3 students
Duration: 2 weeks
Deadline: 20 September (08:00 AM)

3.2 – Phase 1 - Inventory & Analysis

Get to know the development area in its urban context. What are the characteristics of this area and how does it function?

Method of research: layer approach pulling the reality of the city apart in layers and visualize these by means of maps, diagrams, schemes, sketches and photos.

Your main focus obviously is on the built environment. That can be separated in three main topics:

Spatial outlook: what are the networks and characteristics of infrastructure, buildings, water structure, structures of vegetation, public space and living areas? And what does it look like?

Functions: What functions are spread out over the area, what is the function of the location itself, why are these functions here? How are they accessible? Is there a main function or is it a mixed area? What are the sizes of the facilities and how does this correspond with the functions in the city center and for example the Central Station? What functions are missing here?

Mobility: how is the movement of people organized and how does it work together? Think about public transport, and private transport like by car, bicycle and don't forget the pedestrians. How is the area connected with Breda and the rest of the region?

Next to this, you will also do research in a broader perspective:

Demography: who is living and working there at the moment and what are the perspectives for the future? Look for data and do field research. Go out, and ask!

Economy: what are the economical factors that make this neighborhood thrive and what are the possibilities for the future? What kind of businesses are (still) there and what is the economical chance for Havenkwartier in Breda? Etc.

History; what are important moments in history regarding this area and what and where is this still visible today? Think about the form of the urban structure and the incidents that changed the area. Try to make a timeline.

Policy: what are the plans for the future of the municipality that will have an influence on the development of Havenkwartier?

Interpret and integrate the different aspects of the analysis by giving answers to the above questions. Finally, conclude what qualities and opportunities this area has and what are the weaknesses and threats for the development of the location.

Learning objectives:

- Formulate general research questions
- Explore the professional field (and your new study
- Environment) including field trips
- Execute a basic data collection
- Understand different means of visual communication
- Cooperate with fellow students

Study scale: City, District and Neighborhood.

Skills:

- Dare to visualize
- Inventory
- Use (swot) analysis
- Conclude & summarize
- Use essentials of mapmaking: scale, legend, north arrow, information aim
- Provide & process feedback

Product

Form: report
Papersize: A3 landscape
Group: 5 to 6 students per group
Duration: 4 weeks
Deadline: 14 October (08:00 AM)

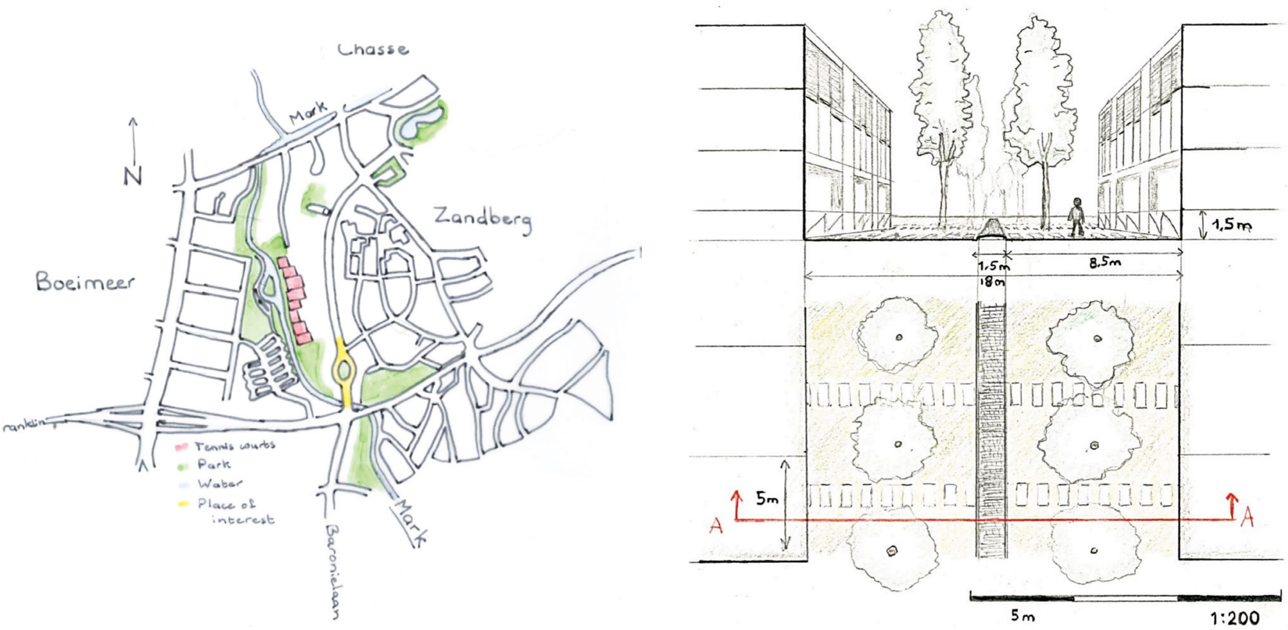
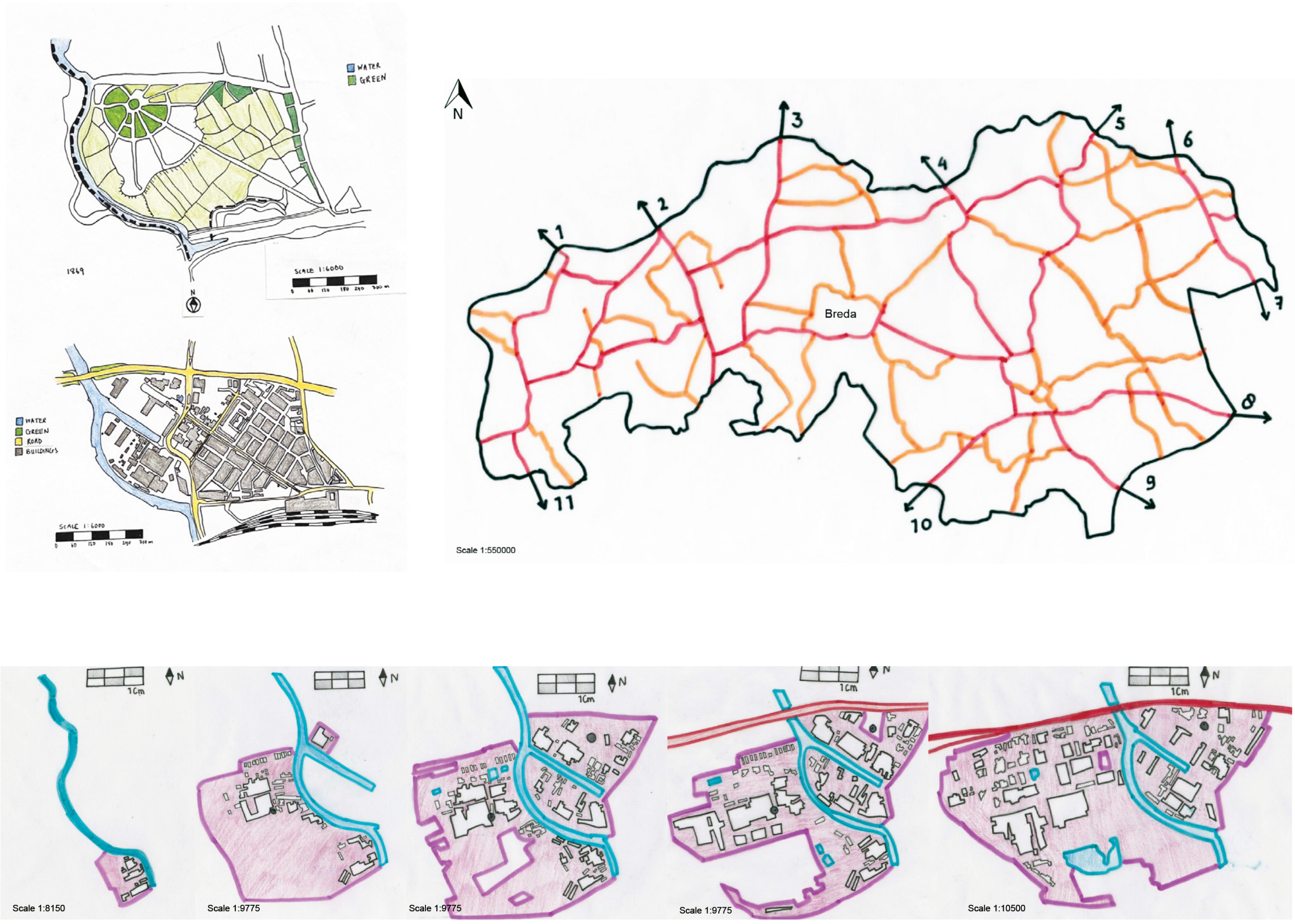

Chasse
Mark
N
Zandberg
Boeimeer
rankin
Tennis courts
Park
Water
Place of interest
Baronielaan
Mark
1,5m
1,5m
8,5m
18m
5m
A
A
5m
1:200

FIG. 3.1 Student work for Toolbox
Source: Jesse Balk, MaxBrooke, and Chris de Carpentier


WATER
GREEN
1869
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N
WATER
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BUILDINGS
SCALE 1:6000
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11
Breda
Scale 1:550000
1cm
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Scale 1:9775
Scale 1:9775
Scale 1:10500

FIG. 3.2 Student work for Inventory & Analysis
Source: Kjaer, Oldenburg, der Pols et al.

3.3 – Phase 2 - Transformation Plan

based on what you have discovered and concluded with making the Toolbox and doing the Inventory and Analysis you can start making your own well-founded spatial design proposal.
You will formulate a spatial concept for the future development of our planning site.
You will elaborate this spatial concept into an transformation plan that integrates elements of planning, design and mobility.

Your final transformation plan will:

- Explain your design decisions based on the conclusions from your inventory and analysis.
- Visualize the main (infra)structures of your plan on city scale
- Visualize your spatial concept for the site on district scale
- Contain an urban development (parceling) plan. scale 1:1000
- Contain an interesting part of your plan, that shows the characteristics of your ideas including parking facilities. scale 1:500
- Contain a minimum of two cross sections of important roads in your plan. scale 1:200 and/or 1:100
- Is explained by principal drawings of the used typologies of housing and other facilities
- Show attractive references to clarify your plan and ideas
- Contain a 3D sketch of the most exciting part of your plan

Sell your idea! Make it catchy and interesting to look at and to listen to!

Learning objectives:

- Formulate specific research questions
- Use effective ways of reporting and visualizing to present your research and design on a basic level
- Implement and integrate your ideas in a (simple) urban development plan of your own hand
- To be able to communicate research and ideas through a variety of techniques and materials, both 2d and 3d

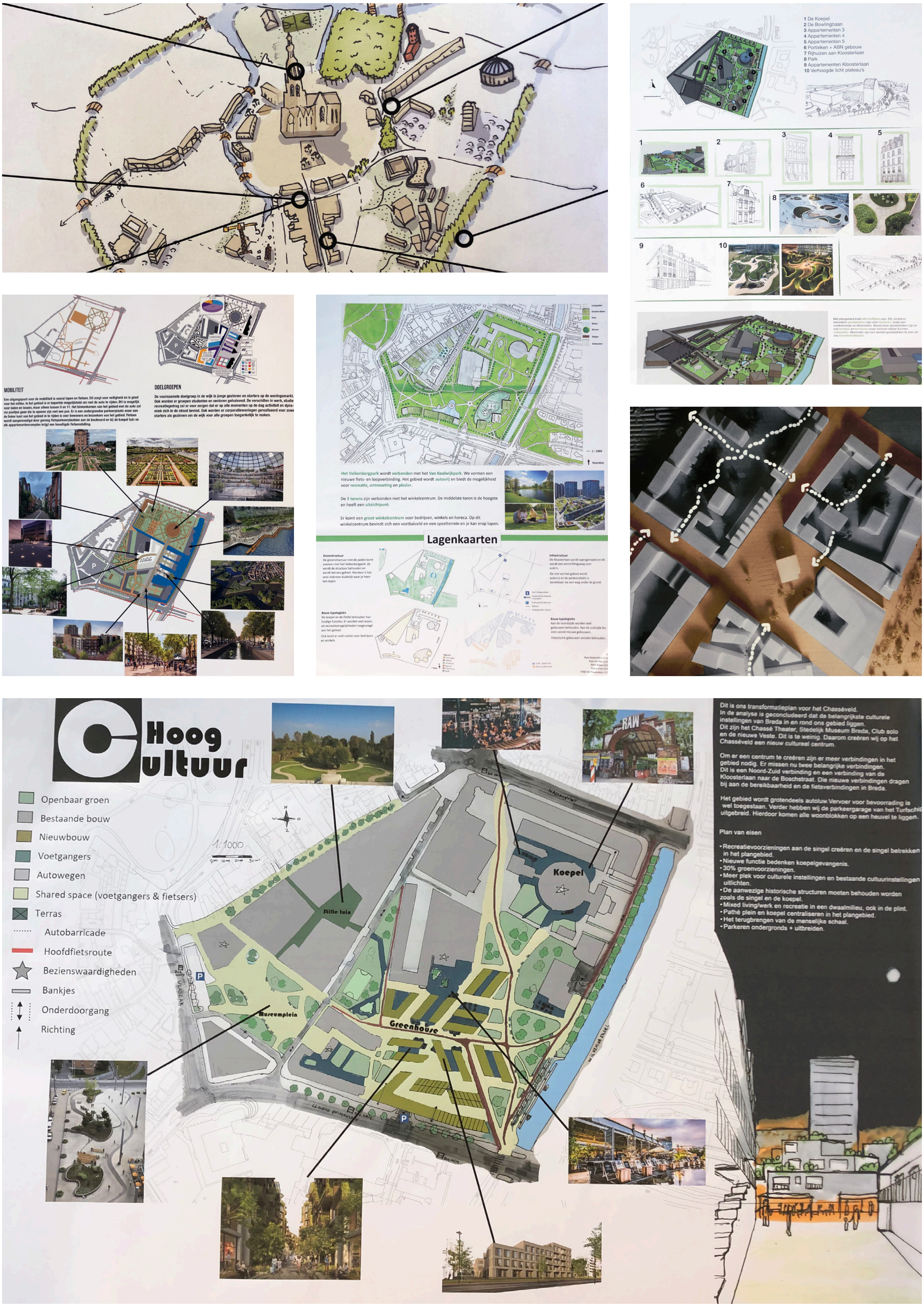
Study scale: City, District and Neighborhood.

Skills:

- (Basic) plan of approach
- Explore thinking in scenarios
- 3d modeling
- Reference research
- Present orally
- Expose
- Discover your focus

Product

Form: Poster and Exhibition
Papersize: A0 portrait
Group: 5 to 6 students per group
Duration: 6 weeks
Deadline: 02 December (08:00 AM)


1 De Koepel
2 De Bowlingbaan
3 Appartementen 3
4 Appartementen 4
5 Appartementen 5
6 Portieken + ABN gebouw
7 Rijhuizen aan Kloosterlaan
8 Park
9 Appartementen Kloosterlaan
10 Verhoogde licht plateau's
1
2
3
4
5
6
7
8
9
10
P
1 : 1000
Noorden
Lagenkaarten
Hoog Cultuur
Openbaar groen
Bestaande bouw
Nieuwbouw
Voetgangers
Autowegen
Shared space (voetgangers & fietsers)
Terras
Autobarricade
Hoofdfietsroute
Bezienswaardigheden
Bankjes
Onderdoorgang
Richting
1:1000
Stille tuin
Museumplein
Greenhouse
Koepel
RAW

MOBILITEIT

Een uitgangspunt voor de mobiliteit is vooral lopen en fietsen. Dit zorgt voor veiligheid en is goed voor het milieu. In het gebied is er beperkte mogelijkheid om met de auto te rijden. Dit is mogelijk voor laden en lossen, maar alleen tussen 6 en 11. Het binnenkomen van het gebied met de auto zal via paaltjes gaan die te openen zijn met een pas. Er is een ondergrondse parkeerplaats waar aan de linker kant van het gebied in te rijden is voor bewoners en bezoekers van het gebied. Fietsen wordt aangemoedigd door genoeg fietsparkeerplaatsen aan de boulevard en bij de koepel tuin en elk appartementencomplex krijgt een beveiligde fietsenstalling.

DOELGROEPEN

De voornaamste doelgroep in de wijk is jonge gezinnen en starters op de woningsmarkt. Ook worden er groepen studenten en senioren gehuisvest. De verschillen in werk, studie en recreatiegedrag zal er voor zorgen dat er op alle momenten op de dag activiteit en dynamiek zich in de straat bevind. Ook worden er corporatiewoningen gerealiseerd voor zowel starters als gezinnen om de wijk voor alle groepen toegankelijk te maken.

Het Valkenbergpark wordt verbonden met het Van Koolwijkpark. We vormen een nieuwe fiets- en loopverbinding. Het gebied wordt autovrij en biedt de mogelijkheid voor recreatie, ontmoeting en plezier.

De 3 torens zijn verbonden met het winkelcentrum. De middelste toren is de hoogste en heeft een uitzichtpunt.

Er komt een groot winkelcentrum voor bedrijven, winkels en horeca. Op dit winkelcentrum bevindt zich een voetbalveld en een speelterrein en je kan erop lopen.

Groenstructuur
De groenstructuur met de paden komt overeen met het Valkenbergpark. Zo wordt de structuur behouden en wordt het een geheel. Hierdoor is het voor iedereen duidelijk waar je heen kan lopen.

Infrastructuur
De Kloosterlaan wordt opengemaakt en dit wordt een eenrichtingsweg voor auto's.
De rest van het gebied wordt autovrij en de parkeerplaats is bereikbaar via een weg onder de grond.

Bouw typologieën
De koepel en de Pathé behouden hun huidige functies. Er worden veel woon- en recreatiemogelijkheden toegevoegd aan het gebied.
Ook komt er veel ruimte voor bedrijven en winkels.

Bouw typologieën
Aan de noordzijde worden veel gebouwen behouden. Aan de zuidzijde komen vooral nieuwe gebouwen.
Historische gebouwen worden behouden.

Dit is ons transformatieplan voor het Chasséveld.
In de analyse is geconcludeerd dat de belangrijkste culturele instellingen van Breda in en rond ons gebied liggen.
Dit zijn het Chassé Theater, Stedelijk Museum Breda, Club solo en de nieuwe Veste. Dit is te weinig. Daarom creëren wij op het Chasséveld een nieuw cultureel centrum.

Om er een centrum te creëren zijn er meer verbindingen in het gebied nodig. Er missen nu twee belangrijke verbindingen. Dit is een Noord-Zuid verbinding en een verbinding van de Kloosterlaan naar de Boschstraat. Die nieuwe verbindingen dragen bij aan de bereikbaarheid en de fietsverbindingen in Breda.

Het gebied wordt grotendeels autoluw.Vervoer voor bevoorrading is wel toegestaan. Verder hebben wij de parkeergarage van het Turfschip uitgebreid. Hierdoor komen alle woonblokken op een heuvel te liggen.

Plan van eisen

- Recreatievoorzieningen aan de singel creëren en de singel betrekken in het plangebied.
- Nieuwe functie bedenken koepelgevangenis.
- 30% groenvoorzieningen.
- Meer plek voor culturele instellingen en bestaande cultuurinstellingen uitlichten.
- De aanwezige historische structuren moeten behouden worden zoals de singel en de koepel.
- Mixed living/werk en recreatie in een dwaalmilieu, ook in de plint.
- Pathé plein en koepel centraliseren in het plangebied.
- Het terugbrengen van de menselijke schaal.
- Parkeren ondergronds + uitbreiden.

FIG. 3.3 Student work for Transformation Plan
Source: PPD Examples

3.4 – Phase 3 - Trade Article

Now it is time to choose your own focus! After 12 weeks of group work you now can choose your own focus for a final trade article to write. You should base the article on a zoom-in location of the planning area, but you are also alowed to do some more research and develop your transformation plan in to a more in depth plan based on a specific topic or theme. This can be your personal fascination, or
an inspiring reference project you discovered. Be open for what ever will cross your path, but choose your focus in spatial planning, urban design or mobility.

Your final individual product will contain a written trade article. This article is based on all the knowledge you gathered in the previous weeks, but will be more elaborated and specified to your choosen topic or focus.

The article will be supported with some visualisations and a 3D diorama that explains your ideas in image.

Learning objectives:

To make the first steps to become a professional in spatial planning, mobility and/or urban design by recognizing and creating awareness of the three different specializations within the domain of built environment (be).

Study scale: City, District and Neighborhood.

Skills:

- Research precedents
- Analyse focused
- Thematic deepening
- Develop to detail
- Perspective at eye level
- Writing an article
- Present

Product

Form: Article + Elevator pitch
Individual
Duration: 5 weeks
Deadline: 27 January (22:00 PM)

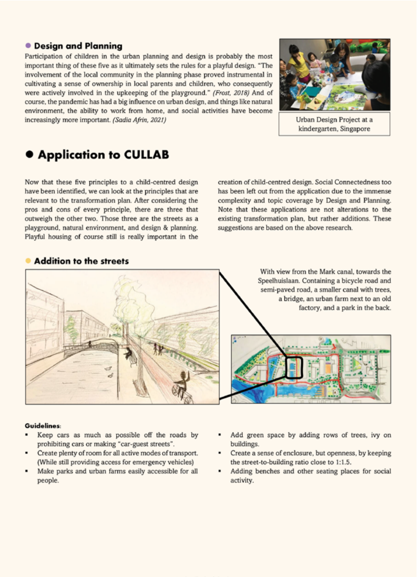
At the End of the Lane

Chris de Carpentier (211311), student Built Environment, Breda University of Applied Sciences

On how child-centered design can enrich the playful nature of CULLAB.

With the main question:

How can child-centred design improve overall wellbeing and the playful nature of CULLAB?



Design and Planning

Participation of children in the urban planning and design is probably the most important thing of these five as it ultimately sets the rules for a playful design. "The involvement of the local community in the planning phase proved instrumental in cultivating a sense of ownership in local parents and children, who consequently were actively involved in the upkeeping of the playground." *(Frost, 2018)* And of course, the pandemic has had a big influence on urban design, and things like natural environment, the ability to work from home, and social activities have become increasingly more important. *(Sadia Afrin, 2021)*

Urban Design Project at a kindergarten, Singapore

Application to CULLAB

Now that these five principles to a child-centred design have been identified, we can look at the principles that are relevant to the transformation plan. After considering the pros and cons of every principle, there are three that outweigh the other two. Those three are the streets as a playground, natural environment, and design & planning. Playful housing of course still is really important in the creation of child-centred design. Social Connectedness too has been left out from the application due to the immense complexity and topic coverage by Design and Planning. Note that these applications are not alterations to the existing transformation plan, but rather additions. These suggestions are based on the above research.

Addition to the streets

With view from the Mark canal, towards the Speelhuislaan. Containing a bicycle road and semi-paved road, a smaller canal with trees, a bridge, an urban farm next to an old factory, and a park in the back.

Guidelines:

- Keep cars as much as possible off the roads by prohibiting cars or making "car-guest streets".
- Create plenty of room for all active modes of transport. (While still providing access for emergency vehicles)
- Make parks and urban farms easily accessible for all people.
- Add green space by adding rows of trees, ivy on buildings.
- Create a sense of enclosure, but openness, by keeping the street-to-building ratio close to 1:1.5.
- Adding benches and other seating places for social activity.

FIG. 3.4 Student work for Trade Article
Source: Chris de Carpentier

4 – **Practical Information**

As you have seen the program for LAB is rich and varied, your task as students will involve activities beyond the list of assignments. It is important to develop an initiative-taking attitude regarding studying, collaborating with colleagues and discussing and receiving feedback from the teachers. In this knowledge path you also have the opportunity to gain experience from different contexts in a series of three study trips. The information contained in this handout will complemented and continuously updated and adjusted in the online platforms (Teams) and communication from the teachers.

4.1 – Working space

Given the size of the group we are going to work on two separate classrooms, there will be moments for exchange and interaction between the two groups. There is also an extra classroom available for group meetings or quiet work. The calendar of activities will be constantly updated so please keep one eye on your schedule on Teams and My Timetable.

4.2 – Feedback

One of the most important steps in the learning process is learning from the feedback you receive about your work. Feedback, as the word implies is a process of exchange of ideas, a sort of conversation based on teachers and colleagues reflecting on what you as a student produces and giving it back to you. Therefore, the quality of feedback is completely dependent on the questions that you as student brings to the table.

Imagine a situation where a student brings something to discuss and asks the teacher: do you like it? Now imagine a second student that brings their work and says: I am improving this part of the city by building new connections between these two spaces, I tried several options and would like to hear what you think of those. Who do you think will get feedback that they are able to use and progress with their work?

For LAB 1 there will be three moments where you can have your work assessed, 1 – in class, 2 – during presentations and 3 – at the grading of assignments.

Feedback in class

The biggest part of your work for Lab should be conducted in class, the hours given for Lab will be mostly for self-study and group interaction. Teachers will be available in class for discussion in a semi-structured way, meaning that sometimes there will be a schedule that you can register for individual discussions or sometimes we follow an atelier dynamic, where teachers walk around and have group discussions. For the class feedback you are going to use a logbook, a paper notebook where you can register the discussions with teachers and colleagues. This simple tool will help you to keep track of your progress and revise feedback given at the beginning of the course and evaluate what you have been producing.

Presentations

During Lab there will be several moments where you must present the progress of your work. In the formal presentations (formative and summative) you will receive feedback from the teachers and colleagues. In these moments you will also help registering the feedback for your colleagues. We will create groups of three students that will take turns registering the feedback while the other student presents. After the presentations you will meet with your review group and compare the notes with the teachers' comments and evaluate the presentations according to rubric.

Assignments

For the assignments that you will produce to be graded and complete the course the feedback will follow a different procedure. Teachers will show in the rubric how do your work compares with the requirements for several aspects. The grade you will receive will be marked in the rubric, so you can see exactly where you can work to improve your grade in case of a resit.

4.3 – City trips

Travelling to visit different cities is part of the learning process in the Built Environment program. Once a year, students have an opportunity to visit important examples of urban projects and enjoy some time out with lecturers. For the first-year students a series of three trips will be organized integrated into LAB. The set of places we will visit has been selected to cover the fundamentals of urban transformation that you will explore in LAB.

Breda - 16 September 2022

Antwerp - 04 November 2022

Arhen and Duisburg - 15 / 16 December 2022

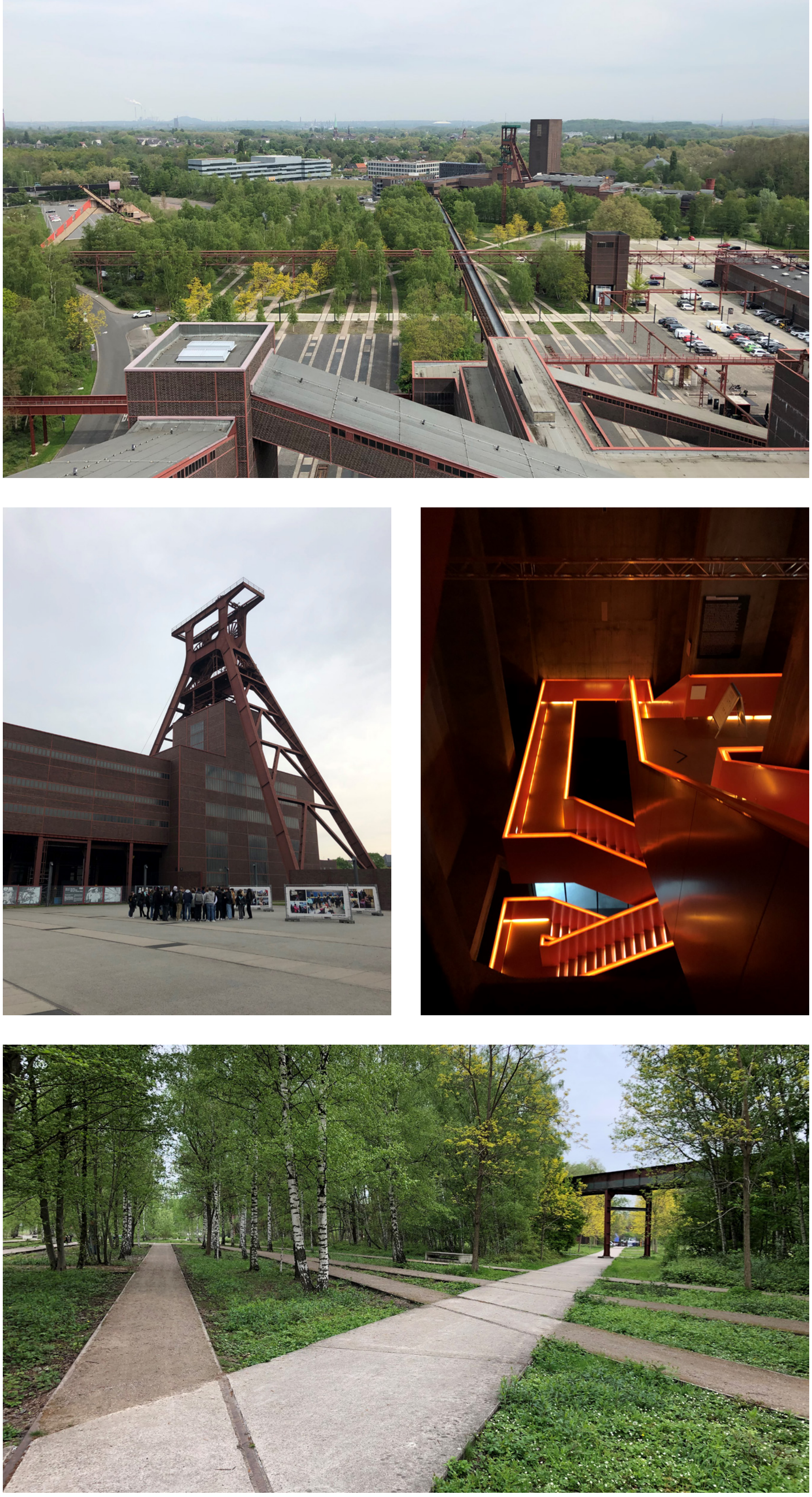


FIG. 4.1 Some of the places to be visited
Source: Field trips 2021/2022 - LC

4.4 – Lecturers

Luiz Carvalho Filho

Urban Design Carvalhofilho.L@buas.nl

I am an architect / urbanist with a degree in architecture in Brazil and a postmaster in Urbanism from TU Delft and IUAV Venice. I am currently at the last stages of my PhD research at TU Delft, the study focuses on the connections between planning, urban design, and segregation. I have been working in practice in private and public projects, from real state development, the design of public spaces and strategic planning. For LAB 1, I will be coordinating the course and representing urban design. The expertise I bring to Lab are related to understanding, analysing, and reflecting about the built environment and the link between disciplines (design, planning and mobility).

I am keen on understanding the interaction between analysis and design and I will be helping you to develop the skills to formulate research questions, to investigate the built environment through spatial analysis and to design and evaluate your proposals.

Geert de Leeuw

Mobility Leeuw.G@buas.nl

I am a traffic and urban planning engineer with a master's degree in Urban Geography. There is a difference between studies focusing on the question how to shape the built environment and mobility systems (Engineering), and studies focussing on explaining how people use, experience and adapt to existing places and systems (Human Geography). I am keen on understanding and combining both in practice developing human oriented and sustainable cities. For Lab 1, I will be lab teacher and representing mobility.

My expertise is on sustainable mobility, searching for a "tailor made mobility mix" that makes it appealing to people to move away from individual car use and ownership. Integrating and balancing modalities such as walking, cycling, public transport, shared mobility and e-mobility within our urban fabric is challenging and requires close collaboration with the disciplines urban design and urban planning. I will guide you in understanding this interplay and provide you with skills and support to make shape your mobility proposal for the area you will work on during the lab.

Thomas Oorschot

Urban Planning Oorschot.T@buas.nl

I am a spatial planner with an affiliation with data and visualization. I have worked for several at BUAS as visualization teacher. Alongside I worked at a mobility consultancy to develop e-course for several European projects, such as cargo bikes and urban access regulation. Currently I am finalizing my master thesis (human geography) about GIS and the use NLP (natural language processing).

For Lab 1, I will be there as an urban planner. The expertise I bring with me to look at the bigger picture of the neighborhood in the city and region. Especially in the relation to the various aspects of mobility, planning and design, and the connection between these. I will guide you in understanding the different scale levels of urban planning and creating visions. In written text but also in an appealing visual manner.

Jolijn van Baarsen - van den Berg

Urban Design Berg.J@buas.nl

I graduated as an urban designer in Breda and finished my Masters in Urbanism a few years later while working for several architectural offices in the Netherlands and abroad. Nowadays I work as a freelancer mainly for public projects, on public spaces from design to the construction phase, sometimes together with inhabitants in participation projects. From concrete low scale interventions -up to paving stone scale- to abstract long term and cross-border visions for the far future; how do we live in 2050..? I can show you the importance of both in the professional field. I am a conceptual thinker who links the environmental context with ambitious and ethical issues.

Ask me anything regarding design solutions, and I will guide you through endless possibilities to make our world a bit better, prepared for the future. It is my pleasure to introduce you to powerful tools and skills you need as an urban designer by moving you beyond your comfort zone. Imagine and draw!

Joost van de Pas

Mobility Pas1.J@buas.nl

Just as you are now, I once was a student here at BUAS. Back in 2017 I graduated with a specialization in Mobility. After working in civil engineering for 5 years I am now back at BUas, this time as a tutor. My specialty lies in the more technical side of the mobility spectrum, in things such as designing, modeling, and visualizing. Within these specialties I strive to find the optimal solution for the different problems we face. For LAB 1 I will be your mobility specialist and will be helping you with questions regarding the mobility system, the network, connectivity, public transport systems, cycling facilities and so on.

Besides my work here at BUas I go to our local football club, NAC Breda, every weekend and try working out 5 times a week at my local gym. I live close to the center of Breda an love to see the city function on a day to day basis and if I see room for improvement I immediately start working on ways to improve it.

Stephen Narsoo

Urban Planning Narsoo.S@buas.nl

I am an urban planner and instructional designer, I have worked in the public sector for municipalities, in private practice and for international donor agencies. I have skills across a range of areas which include understanding how to fund projects, how to include communities in planning and how to manage areas within cities.

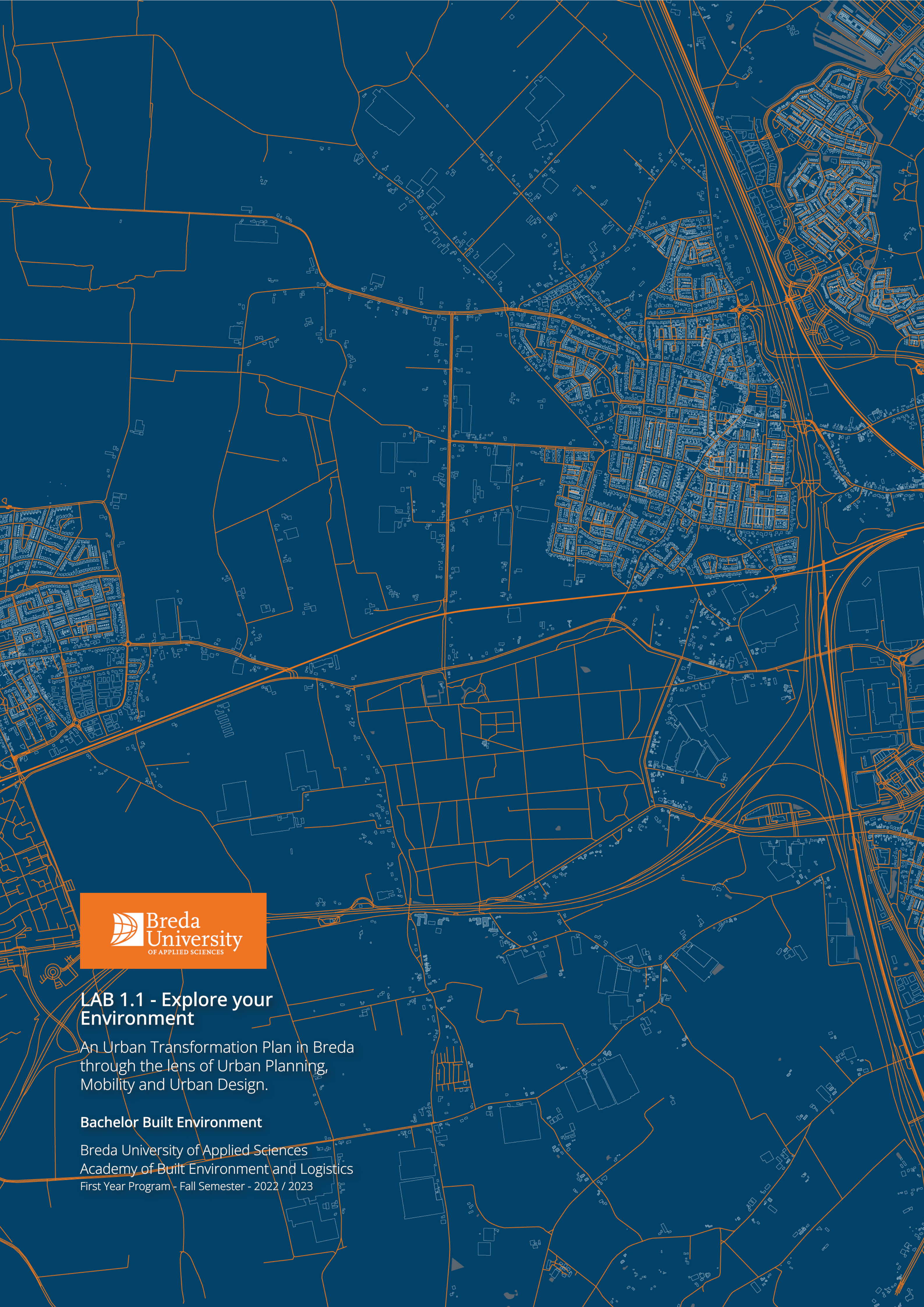
For this lab I will be a facilitator and coach. The expertise I bring is to help you think creatively and holistically about the built environment and the ability to determine the feasibility of project proposals within the built environment.

Tomas Mahu

VIS Mahu.T@buas.nl

Some call me the odd duck in the pond. Others refer to me as the knight in shining armour. Personally, I would say I am someone that specializes in everything to do with visualisation, both in and outside the mind. e.g., hand drawing, illustrator, photoshop, InDesign and storytelling. I am an overall nice guy, dog-person, likes music, good food, whisky, and vintage motorcycles. I am also someone that drinks tea instead of coffee. And has a strong opinion on just about anything.

I have studied both fine arts and graphic design and have my own one-man-army company that produces anything from strategic visual visions for the government to birth cards and from large scale expositions to books, logos, and posters. Maybe these words, by the great Terry Prachett, might describe me best: "If complete and utter chaos was lightning, then he'd be the sort to stand on a hilltop in a thunderstorm wearing wet copper armour and shouting 'All gods are bastards!'" So, what I am trying to say here is that if you have any questions on design, visualization, life, or creative process, please never ever hesitate to ask them and I will do my best to help you and get you on your way.



Breda University
OF APPLIED SCIENCES

LAB 1.1 - Explore your Environment

An Urban Transformation Plan in Breda through the lens of Urban Planning, Mobility and Urban Design.

Bachelor Built Environment

Breda University of Applied Sciences
Academy of Built Environment and Logistics
First Year Program - Fall Semester - 2022 / 2023